



The LINK

Washington State
Department of Social
& Health Services

for Child Care Professionals

Summer 2001

Out of School Program partnership with schools

By Sarah Mello Temple,
Education Partnerships Coordinator
School's Out Washington

Children's learning during out-of-school time is critical to success in school. Children spend approximately 80 percent of their waking hours outside of school. While often serving the same children, schools and out-of-school time (OST) providers have traditionally worked in isolation or in limited partnerships based heavily on the individual personalities of directors and principals, without any formalized mechanisms for working together.

This year Seattle Public Schools set a goal to reinforce positive provider/school relationships with the hopes of maximizing children's learning and success. In exchange for rent-free leases for child care space in Seattle Public School buildings, providers have been asked to align their programs with academic learning standards and to work with the building principals to draw up partnership plans outlining how they will work together and share information and resources. Superintendent and principal evaluations now include a section on community collaborations, providing administrative level support for partnership efforts.

In this Seattle initiative, alignment means that OST programs intentionally support the academic success of students and help them to meet or exceed learning standards. Alignment also means that the school and OST program are working in a coordinated and integrated manner for the

development and success of the whole child. Alignment does NOT mean that after school programs look like school. Rather, program staff will coordinate activities that children enjoy with school-day academic goals.

Picture a cooking project at an after-school program. Under the new alignment strategies, the after-school program staff may speak with classroom teachers about the planned activity and identify some key learning strategies students in those classes are trying to master. Then, back in the kitchen, the staff person leading the activity, who has also had training in the academic learning requirements for the age group she is leading, will relate the cooking project to the work being done in the classroom. Children may be asked to compare the sizes of measuring cups, to recognize the fractions, or to calculate what would be needed to double or halve the recipe. Children who may not have grasped the concept of fractions or multiplication in class will have a chance to experience these concepts again in the context of activities they enjoy, and see the application of mathematical skills to their everyday lives.

Superintendent Joseph Olechefske has called for alignment plans in all school-based OST programs. The process began

this fall with 31 sites whose leases were expiring. These 31 provider/school teams submitted applications to the district outlining their intent to work together to support children's academic growth. The application listed 10 standards for partnership that had to be addressed. Teams submitted plans for sharing information,

resources, and plans for on-going communication. The teams will be evaluated at six-month and one-year intervals to assure that both parties are upholding their commitments for working together.

It is hoped that this focus on partnership along with formalized plans for how providers and schools will work together will create a system that will not be so dependent on the individual relationships subject to staff turnover and will bring recognition to the critical role quality OST programs play in supporting the development of children.

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With increased attention to out-of-school learning opportunities, it is crucial that the provider community learn to articulate quality after-school care in terms of its academic benefits to children. If we don't, we will be increasingly asked to redefine after school learning and may lose what we know children want and need during their out-of-school time hours. In the words of Donna Hudson, former liaison to OST programs at Seattle Public Schools,

"At the beginning of partnerships, it is helpful to identify the particular areas of expertise of each agency so time is not wasted duplicating or interfering with the services already provided. After-school programs are not education systems; schools do not have as the primary focus the social, emotional and physical development of the child. Together, these two types of systems can contribute to the healthy development of the whole child."

For more information about school partnerships or the Seattle Alignment/Transformation Initiative, call Sarah Mello Temple, Education Partnerships Coordinator at School's Out Washington at (206) 323-2396 or toll free at 1-888-419-9300.

The LINK

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Olympia LINK

*By Rachael Langen,
Director DCCEL*

As we transition to the new Division of Child Care and Early Learning (DCCEL), one of my concerns is staff training, especially for new licensing staff. I want to be sure that staff are being trained in the principles, policies, procedures and regulations they need to be effective licensors.

As I travel throughout the state and meet providers, the most commonly shared complaints have to do with customer service and consistency. I am very much committed to quality customer service that is responsive to the needs of families, providers and the community.

I, too, am concerned about consistency, especially when I hear how licensing requirements may be interpreted differently in different parts of the state or differently between licensors in the same region of the state. I am also aware that no two providers are the same and that there are geographic, cultural and program specific differences.

We are in the process of developing a Training Academy to train new licensors, and are involving child care providers and stakeholders in its development.

One of the goals of the Licensor Academy is to improve consistency in the way licensors interpret and apply licensing requirements. We also want to improve customer service by asking child care providers to participate in the training of licensors, developing a better understanding of providers from their point of view.

I want providers to let us know when they feel regulations are not being consistently enforced or have concerns about customer service. I ask that providers be specific as possible so that we can deal objectively with the situation.

I have heard that providers are reluctant to come forward with their concerns out of fear that licensing staff will retaliate against them. It is important that provid-

ers let us know when that happens so we can act quickly to deal with that issue.

We must put these concerns into perspective since providers may feel that licensors are acting in a negative way when they are taking corrective action for non-compliance.

If providers have concerns, they should contact the regional managers where their family child care home or center is located:

Region 1 Spokane

Lee Williams- (509) 363-3308
e-mail wile300@dshs.wa.gov

Region 2 Yakima

Karri Livingston- (509) 225-6274
e-mail lika300@dshs.wa.gov

Region 3 Everett

Larry Levine- (425) 339-4771
e-mail lela300@dshs.wa.gov

Region 4 A Seattle

Judy Matthias- (206) 721-6875
e-mail maju300@dshs.wa.gov

Region 4 B Kent

Patricia Eslava-Vessey- (253) 872-4033
e-mail espa300@dshs.wa.gov

Region 5 Tacoma

Linda Kalinowski- (253) 983-6417
e-mail kali300@dshs.wa.gov

Region 6 Olympia

Bronwyn Vincent- (360) 236-7045
e-mail vibr300@dshs.wa.gov

If the issue cannot be resolved at the local regional level, contact Laura Dallison, Field Manager, Division of Child Care and Early Learning, (360) 902-7845, e-mail dlau300@dshs.wa.gov

I am very much committed to consistency and quality customer service. I look forward to working with parents, providers and stakeholders to ensure that we are carrying our mission which is "to promote responsive community based services and systems that provide high quality developmentally appropriate child care for the diverse children and families of Washington State."

Ask your licenser

By Leslie Edwards-Hill
DCCEL Program Manager

Q. Can centers or homes use computers for parents to sign in and out?

If we do, does it substitute for a full, legal signature?

A. The WACs clearly say it has to be a full, legal signature. At this point that means the written signature. Black's Law Dictionary definition of "signature" still distinguishes between a signature and digital signature. The computer sign in and out may be more accurate and may result in better record keeping. This can be reconsidered when new WACs are drafted. Until then, the written signature continues to be required. If you choose to use the computer for your internal record-keeping, you need to use both computer and full, legal written signature.

Health & Safety Tips

Check frequently for infant/child product recalls

By the U.S. Product Safety Commission

The U.S. Consumer Product Safety Commission (CPSC) is an independent federal regulatory agency created in 1972 by Congress in the Consumer Product Safety Act. In that law, Congress directed the Commission to protect the public from unreasonable risks of injuries and deaths associated with some 15,000 types of consumer products. An important part of this mission is to inform the public about product hazards.

CPSC uses various means to inform the public. These include local and national media coverage, publication of numerous booklets and product alerts, a Web site, a telephone hot line, a Fax-On-Demand service, the National Injury Information Clearinghouse, CPSC's Public Information Center and re-

sponses to Freedom of Information Act (FOIA) requests.

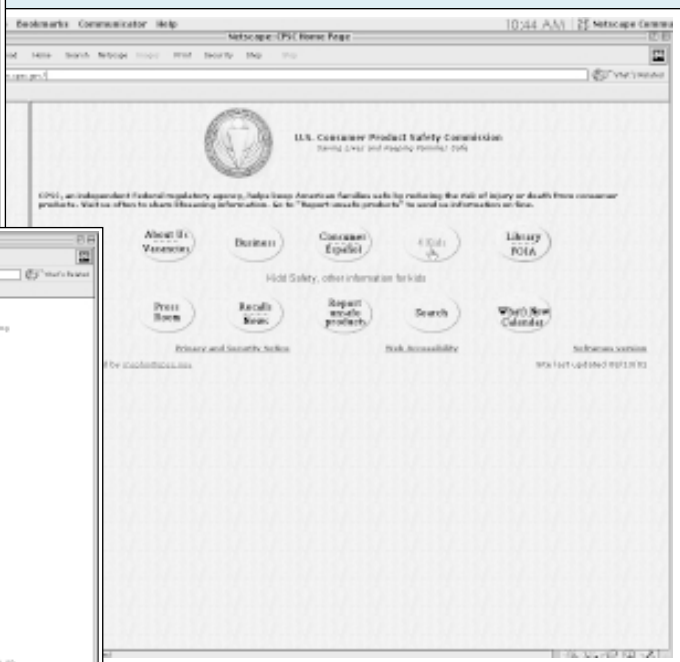
One of the services of the CPSC is to provide information on product recalls. There have literally been hundreds of recalls of products and toys for children, some of which providers may be using in their family child care homes or centers.

The CPSC also maintains a list of car seats that have been recalled. There are too many recalls of products, toys and car seats to list here. Providers may access the lists through the CPSC Web site at <http://www.cpsc.gov> or by calling them toll free at 1-800-638-2772.

We recommend contacting the CPSC or accessing their Web site on a regular basis to obtain up-to-date information on products, toys and car seats that have been recalled.



CPSC Web site: <http://www.cpsc.gov>



Region 1

CHILD CARE BUSINESS IN NORTH CENTRAL AREA

BY MARION PARKINS

FAMILY CHILD CARE HOME LICENSOR

Here in North Central Washington, we have a unique child care provider community. My caseload consists of 85 percent monolingual Spanish speaking providers, and 15 percent English speaking. My fellow home licensor in this area, Grace Schauer, shows about a 50:50 ratio. I currently have 23 pending new applicants, the majority of whom appear to be Spanish speaking.

The Spanish speaking part of my caseload is booming. The Spanish language orientations held in March, April and May were each filled with 25 participants. The list for June had 40. This intense interest in becoming a child care provider, I believe, is driven by the current state of the local economy.

Historically, Latina women in our area have worked in agriculture. They either worked in the orchards, generally with their husband, or as a sorter or packer in a fruit shed.

If they worked in the orchards, the job prospects are dwindling dramatically. Orchards are being torn out at an unprecedented pace, and the stumps burned to the ground. With fewer trees and growers, there are many sheds that will be closing down at the end of this harvest, and others that already have closed. Of those sheds still in operation, many have had to decrease their ranks by a large margin.

These factors have created large numbers of unemployed, or soon to be unemployed, Latina women. These women have taken their own children to child care for years, and figure that it is a good business to get into. And, 10 years ago they would have been right.

Long time providers in our area talk of the good old days, of full capacity for two shifts a day during the harvests. The first children came at 4 a.m. for the parents working in the fields, and the last children left at around 12:30 a.m. for those working the second shift in the packing sheds.

They were able to have one full-time assistant during the day, and another who worked in the evening. They certainly

couldn't have kept this up 12 months a year, but for a summer filled with families working in the cherry, pear, and apple orchards, the demand for child care was intense. It became their harvest, too.

It's a different story now, with so many new providers and fewer working mothers, many of whom want to become providers. There are simply not enough children to fill the slots of all the new providers, let alone the long-time ones.

When I hear statewide statistics that we are losing child care home providers at a rapid pace, or that the overall increase of homes in our region is three, I feel like the work we do in North Central Washington is largely overlooked. We are licensing fast and furious over here, and don't lose very many at all. I just wish there was a way to spread the wealth around the rest of the state.

Region 2

BE A PARTNER WITH YOUR LOCAL SCHOOL

BY KARRI LIVINGSTON

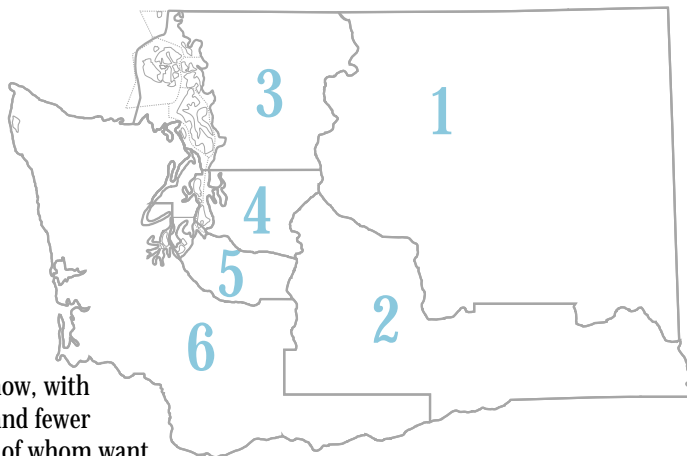
REGIONAL MANAGER

In September of 2000, Yakima County Child Care Licensors and the Toppenish School District sponsored a STARS class entitled: "Learn How to Help Children Get Ready for School."

The Superintendent of the Toppenish School District, Eileen Beiersdorf, was very excited to co-sponsor this event with the Office of Child Care Policy (now the Division of Child Care and Early Learning).

She invited all of her elementary principals and the Special Education

Regional LINKS



director to attend and meet with child care providers from the community. She selected a kindergarten teacher to present information on school readiness and provided great snacks for the event.

School personnel, including Superintendent Beiersdorf, invited child care providers to partner with them in getting children ready for school.

They invited them to stop by any of the elementary schools in the Toppenish District, and in particular observe a kindergarten classroom. School district phone numbers were shared with the providers in case they had a question or concern about a child.

The licensors completed the class by dividing the 14 home providers and the 11 center providers into small groups. After hearing the presentations, they asked the providers what they would change in their child care; what they were doing now to get children prepared for school; and who could they call in the school district if they had a concern about a child.

Child care providers came away from this class feeling "respected" by the school district personnel.

I would encourage provider groups, licensors, and resource and referral agencies to think about providing a class like this in your community. You could start with just one elementary school and contact the providers within the local

school boundaries, or meet with the PTA at the school and see if they could help.

Partnering with schools will benefit all of the children in our child care settings.

Region 3

RUSSIAN EXPERIENCE

By LARRY LEVINE, REGIONAL MANAGER

Part 2

This is the second half of my profile of a very special person: Olga Ananko, coordinator, TANF Child Care Careers Program, Volunteers of America, Snohomish County Child Care Resource and Referral.

This highly successful program trains TANF recipients to be child care staff and/or to be licensed as a family home provider. In coordination with Skagit Valley College in Mount Vernon, Olga is currently training 14 individuals to be child care staff. At least 80 percent of all participants are Russian speaking TANF recipients from the Ukraine.

Olga came to the United States from the Ukraine on Jan. 14, 1992. She was born and raised in Krasnodar, Russia, located approximately 600 south of Moscow.

Olga and her family continued to be persecuted for their religion. Her husband was jailed for a brief period of time. Olga described how they had to pay a fine when they were caught attending church.

Through the assistance of World Relief, a Seattle-based organization, she managed to bring her family to Everett. She indicated how the assistance came in the form of a \$7,000 loan, which they were required to pay back within 36 months.

Olga and family were assisted by Mr. Ananko's sister who was already living in the Everett area. She and her family also received public assistance, food stamps and medical assistance. Olga described how she and her family knew no English, and how difficult it was to look for a place to live and to find work.

Olga enrolled for a brief period of time at Everett Community College, then transferred to Shoreline Community College where she earned an AA degree in health information technology. She also took ESL classes to perfect her English, which she speaks very clearly. Olga used

her degree to find employment at Children's and Swedish Hospital.

In January 2000, she began working at Volunteers of America as a translator in their TANF Child Care Careers Program. In April, she became an assistant coordinator and then in December she was promoted to coordinator of the program.

She is very proud of her accomplishments with this program, being responsible, on her own, for recruiting 14 TANF recipients for the program in Skagit County. She is confident that most participants will successfully complete the program and be gainfully employed in the child care field.

Olga is very proud of her family. Her six sisters all live with their families in the Everett area, the last one coming from Russia in September. She and Nikolay have six children: Alex, 21, Edward, 20, Vitaliy, 17, Inna, 15, Anna, 12, and David, 7. Her children are very proud of their mother. They help with chores at home, which include shopping, doing dishes and housework.

Olga described differences between life in the Ukraine and the United States.

Here she has the freedom pursue her career. (Her goal is to own and operate her own child care center). In the United States, she is able to practice her religion without having to pay a fine or being in fear of beaten or imprisoned. It is also easier to find housing. In the Ukraine, families have to apply to the government for an apartment, often having to wait several years before one becomes available.

Olga remembers how difficult it was when she first came to the United States. She remembers how frustrated she felt by not being able to speak English or not knowing where to turn for help.

She now helps others, especially members of her religious community, which now numbers over 1000. "It feels better if I help others." She is proud of herself and her family, but does not like to talk about herself and her accomplishments. She says, "I don't like to tell others about my success because it makes others feel badly because they are not there." She has a strong desire for her program to succeed so that participants complete the program, and find a good job so they do not

have to receive public assistance.

Olga is truly a success story. She has much to be proud of, with a successful job and a successful family. I wish her and her family nothing but the best!

Region 4

TRANSITION UPDATES

By PATRICIA ESLAVA VESSEY

REGIONAL MANAGER, REGION IVB

Hello from Region IVB! Transition is definitely in the air these days, not only in our move to Economic Services, but also within our Region IVB team.

One of our team members, Jim Teeters, along with his wife Becky, has been teaching English in China for the past year. Jim returned to work in July. Walter Morgan, a former family child care home licensor, retired this year. Tricia Murman, also a family child care home licensor, has recently taken extended leave.

Pat Long and Emily Friddle have been hired to help cover these three caseloads. Pat was a family child care provider for over three years, and a child care center program coordinator for two years. Emily has been a Head Start teacher for almost six years. Both Pat and Emily have been a tremendous help to our IVB team. After seven years with OCCP, Ana Le, our secretary/licensing assistant, is taking another job in Economic Services. Ana will be greatly missed by all that have had the pleasure to work with her.

The Region IVB Licensing team recently received the Outstanding Team of the Year Award for 2000. Also, two team members, Marie Garrison, and Robin High, who were nominated by their teammates, received Outstanding Employee of Year awards.

Transitions are a regular occurrence in government work. The following quote by Marilyn Ferguson in William Bridges book entitled "Managing Transitions" presents an interesting picture of transition.

"It's not so much that we're afraid of change or so in love with the old ways, but it's the place in between that we fear... It's like being between trapezes." Marilyn Ferguson

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Region 5

HOSTING A PROVIDER APPRECIATION TEA

BY TERESA FOX

FAMILY CHILD CARE HOME LICENSOR

May 11 was proclaimed as Child Care Appreciation Day by Governor Locke. He wrote in his proclamation, "I encourage all citizens to join me in recognizing child care providers for their important work."

As a Region 5 licensor, I was proud to be a part of honoring both licensed family home and licensed center providers on May 12 at our first Provider Appreciation Tea, held at Chapel Hill Presbyterian Church in Gig Harbor.

The invitation was sent to providers who have been licensed for at least five years. The response was great. Many providers expressed their excitement, and sincere gratitude we were having an appreciation tea.

We dressed accordingly, with our tea party attire. Providers were seated at long tables, as we served them their choice of tea or coffee. Silver platters were placed on the tables, and packed with homemade finger sandwiches, sliced breads, and petit fours.

Entertainment was provided by nine-year-old Zebediah, as he played soft background music on the piano, while providers were arriving.

Each licensor called their providers to the front podium to recognize and honor their many years of service given to children and families. Providers were given certificates for five years of service, and nicely decorated pins for 10-plus years of service. Some providers chose to speak a little bit at the podium, others took the handshake, and their pins and/or certificate.

There were three providers with over 30 years of licensed experience. Our first Provider Appreciation Tea was a success. It's our hope to make this an annual event. Child care providers indeed do important work, and our appreciation tea helped honor their many years of service given to children and families.

Region 6

WHAT'S NEW IN REGION 6

BY BRONWYN VINCENT

REGIONAL MANAGER

Changes are afoot. We welcome Brenda Smith, family child care home licensor, who transferred from Seattle to Vancouver. She filled the position left by Linda Meadows who transferred to the Child Protective Services Intake unit in the Vancouver office.

Brenda comes to us with seven years licensing experience, and 11 years with Division of Children and Family Services. Brenda has also worked for both government and private agencies in the mental health field in Canada and the U.S.

Brenda is particularly interested in research on brain development. She says, "We are continuing to learn so much about how children's brains develop so we are better able to provide learning environments that stimulate brain growth. I enjoy working with child care providers because they are excited and enthusiastic about caring for children so I find this to be very pro-active work. It's an exciting time and child care providers' roles are proving to be so very important in determining the future of our youth. Research is showing that the

work you do with children under the age of three makes more of an impact on them than the rest of their education."

She is also a licensed foster parent, which gives her special empathy with providers since she is herself licensed through a private agency to do foster care. She anticipates the finalization of the adoption of her two foster children in the near future. Region 6 is glad to have Brenda on our licensing team!

Ginger Allstot left her position as family child care home licensor in Kelso to join her family's summer resort business in Alaska. She served the child care community for seven years as a licensor, with 11 years experience with Child Protective Services prior to that. We miss her and wish her well.

The Tumwater office is scheduled to move in mid-August to the second floor of Point Plaza Building #2, located further south of our present location on Capital Boulevard. Watch for the new address and phone numbers.

Our new name is Division of Child Care and Early Learning. We embrace these changes and look forward to continuing to work with our providers and partners in the child care community to ensure accessible, affordable, quality child care for all children and families who may need it.

Subsidy reminder

By Sally Reigel, Program Manager, DCCCL

Child care subsidy overpayments to licensed/certified providers

1. How could I be overpaid by the child care subsidy programs?

Child care subsidy overpayments may occur if you:

- * Claim payment for care not provided;
- * Were paid more than allowed for a child care service; or
- * Did not have records, such as attendance, that support the billing.

2. What happens if I do have an overpayment?

You will receive a "VENDOR OVERPAYMENT NOTICE." The notice has information about the overpayment and who to contact with questions. The DSHS Office of Financial Recovery (OFR) collects overpayments. Their address is on the NOTICE.

3. Do I have to repay all the money at once?

If you are not able to repay all the money at one time, OFR will work with you to set up a payment plan.

4. What if I disagree with the overpayment?

If you disagree with the overpayment, you have two courses of action:

- * Contact the worker who wrote up the overpayment; or
- * Request a "Fair Hearing." The NOTICE describes how to make the request for a fair hearing.

For more information about the child care subsidy programs, see the publication, Child Care Subsidies, A Booklet for Licensed and Certified Child Care Providers, DSHS 22-877(X) (revision 1/01.) If you do not have a copy, contact your authorizing worker to obtain one.

When parents insist on an unsafe sleep position for their baby

By Victoria L. Andrews
Executive Director, SIDS
Foundation of Washington

Sudden Infant Death Syndrome (SIDS) is something no one imagines will happen to a baby under their care. Yet, many SIDS deaths happen in child care situations. The guilt and pain is overwhelming for both the parents and the providers. Some providers refuse to accept infants; some even close their business.

Parents should make sure that every single person who cares for their baby knows how to keep him or her as safe as possible, including when baby is sleeping. Since 1992, the Back to Sleep campaign has made sure all parents receive information about how to reduce the risk of SIDS. Many (but not all) child care providers have received training in this area.

For those who haven't, a recent lawsuit in Connecticut may change things. A jury awarded \$800,000 to the family of a baby who died of SIDS in day care. The baby had rolled onto her stomach in the crib and the

provider did not turn her over onto her back, the safest position for sleep. Because of that lawsuit, daycare providers in that state can be held civilly liable for the death of a baby in their care due to SIDS, even though the cause of SIDS remains unknown.

What if the provider knows about making the baby's sleep environment as safe as possible but is overruled by a parent? What happens if the baby dies while sleeping on his or her side or tummy?

Unfortunately, this scenario has occurred several times recently in our state.

How can providers honor parents' wishes and protect themselves and the children in their care?

For providers who take infants, the SIDS Foundation of Washington recommends:

- Post "A Child Care Provider's Pledge" in a prominent place. The poster can be requested from the SIDS Foundation of Washington or downloaded from their Web site (www.SIDSoFWA.org).
- Include safe sleep position in your discussions with new clients. Offer a copy of the Back to Sleep brochure. If the parent says, "He doesn't like to sleep on his back," indicate that it is your policy to follow the American Academy of Pediatrics' recommendations regarding sleep position. Explain how sleeping a baby on the back reduces the risk of SIDS.
- Tell the parent you are happy to give the baby plenty of "tummy time" to build muscle strength when he or she is awake and being watched.

If the parent insists on a side or tummy sleep position, ask the parent to put the request in writing and include the request in the child's file.

Natural disasters-are you prepared?

Recent changes in the Family Child Care Home WAC require providers to have a disaster preparedness plan. While there is no one plan that will work for all providers in all situations, there are some general guidelines. Red Cross also has a disaster preparedness plan, as do many local fire departments. Please consult with your licenser to make sure that you have covered all the possibilities.

Some general guidelines include:

- Because you are responsible for the care of all the children, you need to take attendance and account for their safety.
- Practice roll call with children by calling out "here" very loudly. You may want to use a "buddy system" and work on partnering so children stay with the group.
- Have each child's name and emergency contact information written down so you can locate it easily and take it with you. Index cards or a "to go" file can work well. In a disaster situation, this may be the only document with the name, address and phone number of parents and guardians.
- Learn your community's warning system for disasters.
- Keep those flashlights handy, and make sure you have extra batteries!

Communication between caregivers and parents before emergencies occur is vital to a good disaster plan. Parents should be aware of your emergency plans and the location of the nearest emergency shelter. Remember that children learn through visual demonstration, practice, and repetition. Adequate preparation and practice can help reduce fears and concerns for parents, caregivers, and children.

For further information, contact your local Red Cross, or visit their Web site at www.redcross.org. You can also contact the Federal Emergency Management Association (FEMA) at www.fema.org. (Thanks to Healthy Child Care for these disaster preparedness tips.)

Preparing children to succeed in school

By Terry Liddell, Director
Head Start Collaboration Project
Division of Child Care and Early Learning

There is an increased awareness of research demonstrating the association between early language and literacy skills and later school success. In the Head Start reauthorization act of 1998, Congress specified that education performance standards ensure school readiness. The act spells out performance measures such as:

- recognizing letters and words
- identifying at least 10 letters of the alphabet
- associating sounds with written words.

The Head Start Bureau developed a "Head Start Child Outcomes Framework" that defines indicators for language development, literacy, mathematics, science, creative arts and social/emotional development. In Washington, the Office of the Superintendent of Public Instruction (OSPI) prepared A Framework for Achieving the Essential Academic Learning Requirements (EALRs) in Reading, Writing and Communication (Birth to 5 Years), which relates early developmental milestones to later school achievement.

What can child care providers do?

Conversations, stories, songs and poems with rich complex language provide

opportunities to enrich children's vocabularies. Teachers can do many things to support language and literacy such as:

- Ask children to follow simple and multiple-step directions to develop listening and understanding as well as a sense of accomplishment.
- Use "big" words with many syllables such as "monumental" or "magnificent" to expand children's vocabularies.
- Emphasize the first and last sounds of words, such as noting words that begin with the same letter as the child's name.
- Clap out the syllables of words.
- Read stories and ask the children to dictate stories that teachers write down.
- Note the printed words in the environment, such as street signs, directions, labels and newspapers.
- Have children use writing tools such as pencils, crayons and computers.
- Have children copy their own name and recite the letters.
- Allow time for children to scribble and form letter-like symbols, letters and numbers.
- Think of all the new words learned on a field trip to enhance and reinforce vocabulary development.

Notification of Pesticide Applications Bill

Governor Locke signed Substitute Senate Bill 5533 into law on May 15, 2001. It will go into effect July 1, 2002. This bill "clarifies and improves the laws governing the application of pesticides near schools, and provides the advance notification of parents and school employees."

By definition, this includes licensed day care centers. School facility includes the buildings or structures, playgrounds, landscape areas, athletic fields, school vehicles or any other area of school property. There are now posting require-

ments at the time of application of pesticides. A notification marker should be placed at the entry to the school grounds at the time of application.

The child care center must provide written notification annually or upon enrollment to parents or guardians of students and employees describing the school's pest control policies and methods. The center must notify interested parents or guardians of students and employees at least forty-eight hours before the pesticide application.

The LINK

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